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ABSTRACT

This publication is the master plan for higher education in Illinois and covers statewide goals, institutional missions, instruction, research, public service, equal opportunity and affirmative action, student financial aid, and state funding. Section I lists goals for the Illinois Higher Education and Coordination and Planning Board and describes Illinois Board of Higher Education membership and organization, and its overall system of governance. Section II on institutional missions describes a differentiated system and the public university missions, the public community college missions, and the nonpublic colleges and universities. Section III, on instruction, sets out general guidelines, undergraduate education policies, doctoral education, professional education, and interinstitutional cooperation and off-campus programs. Section IV lays out three research policies. Section V articulates five public service policies. Section VI presents equal opportunity and affirmative action policies. Section VII is on student financial aid and treats protecting access and choice, allocating funds, meeting demographic challenges, and improving communications on financial aid. State funding addressed in Section VIII examines public university tuition, operations and grants, and capital. Section IX covers miscellaneous issues including presidents' and chancellors' residences, and alcohol abuse and illegal drug use. An appendix lists master planning reports from July 1964 through July 1991. (JB)

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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

MASTER PLAN FOR ILLINOIS HIGHER EDUCATION 1991

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MASTER PLAN FOR ILLINOIS HIGHER EDUCATION 1991

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PREFACE

The purpose of this preface is to present the context within which the Board of Higher Education develops policies for higher education in the state. Sections of this preface summarize the Board's statutory responsibilities and the history of policy development by the Board for Illinois higher education.

Statutory Responsibility

The Illinois Board of Higher Education was established by an act of the General Assembly signed into law by Governor Otto Kerner in 1961. The statutory authority of the Illinois Board of Higher Education is currently set forth in the *Illinois Revised Statutes, 1989*, Chapter 144, Sections 181 et seq. In summary, the Board has the following major responsibilities:

1. To engage in a continuing analysis of the aims, needs, and requirements of Illinois higher education and, accordingly, to develop amendments and modifications to its master plan;

2. To review all proposals by public university governing boards and the Illinois Community College Board for new units of instruction, research, or public service and to approve or disapprove these proposals; and to review periodically all existing units of instruction, research, or public service as to their continued educational and economic justification;

3. To recommend annually to the Governor and the General Assembly the budgetary needs of colleges and universities for operations and grants and for capital improvements;

4. To administer designated state and federal higher education grant programs, such as the state Higher Education Cooperation Act, the Health Services Education Grants Act, the Financial Assistance Act for Nonpublic Institutions of Higher Learning, and the federal Dwight D. Eisenhower Mathematics and Science Education Act--Title II; and

5. To approve or disapprove operating authority and degree-granting authority for nonpublic colleges and universities in Illinois, as specified in the *Illinois Revised Statutes*.

In fulfilling the first of these responsibilities, the Illinois Board of Higher Education has completed numerous studies since the early 1960s that have resulted in new or modified master plan policies for Illinois higher education.

History of Higher Education Policy Development

The Board adopted its initial policies in *A Master Plan for Higher Education in Illinois* in July 1964. This plan, containing 48 individual policy statements, resulted in the establishment of a statewide system of public community colleges and set the stage for the state's higher education "system of systems" coordination and governance structure.

A major outcome of the 31 policy statements in *Master Plan--Phase II: Extending Educational Opportunity*, adopted by the Board in December 1966, was the establishment of two new public universities--Sangamon State University and Governors State University--to provide upper-division undergraduate and first-year graduate instruction. In addition, this phase of the plan modified public university governance by creating the Regency system and further expanded the Monetary

Award Program of student financial aid based on need, administered by the Illinois Student Assistance Commission.

In response to an amendment to its enabling legislation, the Board created a study committee to investigate needs in the health education fields and to recommend policies related to health education. The Board adopted the recommendations contained in the Committee's report in 1968. These policy statements called for the expansion of education programs in medicine, dentistry, nursing, public health, and various allied health fields.

The *Master Plan--Phase III: An Integrated State System*, adopted in May 1971, set enrollment planning maximums for public institutions and defined the mission and scope of public universities in the development of graduate and professional education programs. The Higher Education Cooperation Act and the Illinois Financial Assistance Act for Nonpublic Institutions of Higher Learning were the chief outgrowths of the 83 policy statements in Phase III.

In announcing its decision to revise the three-phased master plan in November 1973, the Board recognized that a period of relative enrollment stabilization in both public and nonpublic colleges and universities would call for a different planning emphasis in the future. The resulting *Master Plan for Postsecondary Education in Illinois*, adopted in February 1976, described the new challenge as one not of increasing the size of the enterprise but rather of maintaining and improving its quality without significantly increasing resources. The 1976 Master Plan called for the review and evaluation of existing programs, the reallocation of resources to meet new educational needs, and the establishment of mechanisms for interinstitutional cooperation in program delivery.

The 117 policy statements in the 1976 Master Plan also recognized that the state's system of higher education was essentially developed. No new public institutions would be needed, as had been the case a decade earlier. The statewide governance and coordination system was in place. Manpower needs in the health professions and in law had been addressed through new programs, and emerging manpower needs could be addressed through the Board's regular processes of program approval and budget development. The Board would, thus, no longer need to approve and issue a new master plan every few years, but could say, as it did in the next to last statement in the 1976 Master Plan, that "future planning for Illinois postsecondary education will be conducted on a continuous basis, with the Board of Higher Education determining and assigning topics for study."

Since the 1976 Master Plan, the Board has established ad hoc study committees and adopted policy statements on teacher education (1976, 1977, 1979, and 1985); education in the health professions (1977, 1978, 1980, 1981, and 1982); off-campus programs (1976, 1977, 1982, 1984 and 1989); operating and degree-granting authority for nonpublic institutions (1979); community college financing and public university tuition (1979 and 1988); student financial aid (1980 and 1988); higher education's role in the state's economic development (1983); remediation (1978 and 1981); the teaching of writing (1981); baccalaureate admission requirements (1983, 1984, 1985 and 1989); undergraduate education (1986 and 1990); doctoral education (1980 and 1984); efforts to increase the participation and success of minority and other underrepresented students (1985, 1986, and 1988); and the scope, structure and productivity of Illinois higher education (1990).

Policies adopted in these studies were revisions or updates to the existing master plan adopted in 1976. In July 1980, and annually since 1988, the Board of Higher Education has issued an up-to-date compilation of master plan policies. The following sections contain Board of Higher Education policies that are current through July 1991 as *The Master Plan for Illinois Higher Education 1991*.

Currently, two Board of Higher Education ad hoc committees are studying issues and programmatic needs related to workforce preparation and educational needs in underserved areas

of the state. Policies adopted as a result of these studies will become a part of the *Master Plan for Illinois Higher Education* and will be incorporated into the printed document when it is next printed.

A companion document to the 1991 Master Plan, *Board of Higher Education Statutes and Rules 1990*, contains the Board's enabling Act, other authorizing legislation, and official rules adopted by the Board to implement its statutory responsibilities. The *Board of Higher Education Statutes and Rules 1990* was published and distributed in September 1990. There have been few changes since that time; therefore, it is not being reprinted at this time.

In addition to studies resulting in the adoption of new or revised policies, the Board collects data and publishes reports on Illinois higher education. Examples of these are the *Data Book on Illinois Higher Education*, enrollment reports, cost studies, and reports on female and minority group employment and student participation in higher education institutions and agencies. Finally, the Board maintains a program inventory comprised of all instructional programs and research and public service units approved for offering or operating by Illinois institutions and publishes annually a directory of institutions approved by the Board to operate and grant degrees in Illinois.

I. STATEWIDE GOALS AND ORGANIZATION

Goals for Illinois Higher Education

1. Illinois higher education is committed to the following goals:

Extending educational opportunities to all who qualify and assisting with the educational development of Illinois citizens of all ages to the limits of their capacities;

Maintaining a diversity of public and nonpublic institutions in order to provide Illinois citizens with choice among a wide range of educational opportunities to meet various individual and societal needs;

Providing necessary services to help students learn and achieve personal growth;

Contributing to public understanding of society's needs and problems and responding to such needs and problems when appropriate; and

Assuring excellence by increasing the quality and cost effectiveness of all programs and services commensurate with the purposes and educational opportunities of diverse institutions.

2. The following Board of Higher Education policy objectives and priorities are consistent with these goals and should continue to be priorities in the 1990s:

Improving teaching and learning and strengthening undergraduate education;

Assisting with preparation of the workforce for the state's economy;

Improving minority student achievement;

Keeping the price of higher education affordable for the individual; and

Improving the use of all resources available to colleges and universities.

3. In order to improve the quality, cost effectiveness, and accountability of Illinois higher education in the 1990s, the following steps should be taken:

The Board of Higher Education should assure that its processes for budget development, program approval, and program review facilitate achieving the goals and policy objectives of higher education.

Each college and university should examine and, if necessary, reformulate its goals and objectives to assure that they are consistent with state-level goals and policy objectives as well as the strengths of the campus. Colleges and universities also should assure that their planning, management, and decision-making processes are structured to achieve goals and policy objectives.

The Board of Higher Education and colleges and universities should cooperatively determine the kinds of data that will enable Illinois higher education to report about its performance with respect to its goals and policy objectives. Such a determination also should include the elimination of current data reporting requirements that are no longer needed.

Each college and university should prepare an annual report for its students, prospective students, and parents about student success and satisfaction with the institution.

Each college and university should prepare an annual report for both its campus community and state officials about the institution's performance with respect to its goals including efforts to improve the quality and cost effectiveness of its programs and services.

The Board of Higher Education should prepare an annual report for the public about the condition and performance of higher education with respect to its goals.

The Committee on Scope, Structure and Productivity should be reconvened periodically to assess progress in implementing these resolutions.

Coordination and Planning

1. The integration of higher education in Illinois is accomplished through the involvement of both the public and the nonpublic sectors in statewide planning and coordination.

2. Future planning for Illinois higher education shall be conducted on a continuous basis, with the Illinois Board of Higher Education determining and assigning topics for study.

Illinois Board of Higher Education Membership and Organization

1. The membership of the Board of Higher Education shall consist of 17 members as follows: 10 members appointed by the Governor, by and with the advice and consent of the Senate; the respective chairmen of the Board of Trustees of the University of Illinois, the Board of Trustees of Southern Illinois University, the Board of Governors of State Colleges and Universities, the Board of Regents of Regency Universities, the Illinois Community College Board, and the Illinois Student Assistance Commission; and a nonvoting student member selected by the recognized advisory committee of students of the Board of Higher Education. The Governor shall designate the Chairman of the Board to serve until a successor is designated. (*Ill. Rev. Stat. 1989*, ch. 144, pars. 181 et seq.)

2. The present voting structure of the Illinois Board of Higher Education has served higher education well, and no changes are necessary at this time. If the voting structure of the Illinois Board of Higher Education is to be changed, prime consideration should be given to having all voting members represent the general public.

3. The Illinois Board of Higher Education shall annually appoint the following advisory committees: Faculty Advisory Committee, Student Advisory Committee, Nonpublic Advisory Committee, Proprietary Schools Advisory Committee, and a Commission of Scholars.

The System of Systems

1. All public higher education institutions in Illinois are coordinated by the Illinois Board of Higher Education and are governed (or coordinated) within the jurisdiction of one of the five public higher education systems, as follows: the Board of Trustees of the University of Illinois system, which operates campuses in Urbana-Champaign and in Chicago; the Board of Trustees of the Southern Illinois University system, which operates campuses in Carbondale and Edwardsville; the Board of Regents of the Regency Universities system, which governs Illinois State University, Northern Illinois University, and Sangamon State University; the Board of Governors of State

Colleges and Universities system, which governs Chicago State University, Eastern Illinois University, Governors State University, Northeastern Illinois University, and Western Illinois University; and the Illinois Community College Board, which coordinates the 40 locally governed public community college districts and State Community College that comprise the public community college system. (*Ill. Rev. Stat. 1989*, ch. 144, pars. 181 et seq.)

2. The Board of Higher Education finds no compelling reason to change the existing organizational structure of Illinois higher education and concludes that the structure should be retained. Creating additional governing boards for individual public universities would unnecessarily complicate the structure of Illinois higher education. Reducing the number of public university governing boards may offer some advantages but the effort to restructure governing boards would significantly detract from efforts to carry out the program goals of Illinois higher education.

II. INSTITUTIONAL MISSIONS

A Differentiated System

The Illinois Board of Higher Education emphasizes a differentiated system within which institutions, while preserving a similarity of programs, have special directions and scope to their programmatic offerings. The Board does not approve new programs designed solely to increase the "comprehensiveness" of institutions.

Public University Missions

1. Chicago State University offers programs leading to bachelor's and master's degrees. At the undergraduate level, the university should diversify and expand its program offerings, including the offering of limited instruction through extended-day and weekend classes. The university should develop undergraduate programs that address urban needs, particularly in social services. Master's degree programs should be built upon approved undergraduate programs and, where feasible, should be developed in cooperation with other area institutions.

2. Eastern Illinois University offers programs leading to the bachelor's, master's, and specialist's degrees. The university should continue to improve and expand its current programs and develop selected new programs to meet student and societal needs, especially baccalaureate degree programs in occupational areas. Additional off-campus and public service programs should be designed to meet the needs and demand of the university's geographic region.

3. Governors State University is an experimenting commuter institution offering upper-division baccalaureate and master's degree programs in selected liberal arts and sciences and in professional, career-oriented, and interdisciplinary areas. The university should refine innovative alternative approaches to instruction, emphasize experiential education and community service, and explore cooperative systems in the region to serve the educational needs of the metropolitan area, especially the needs of low and middle income and minority students.

4. Northeastern Illinois University offers bachelor's and master's degree programs. The university is encouraged to develop strong links with the community and to build educational programs upon these resources. The university should develop undergraduate outreach programs for adults who wish to continue their studies and should modify its existing programs to meet the special educational needs of its constituent groups. Master's degree programs should build upon undergraduate programs and, where feasible, should be developed in cooperation with other area institutions.

5. Western Illinois University offers a wide range of programs through the master's degree and a limited number of sixth-year programs. The university should continue to emphasize programs which serve both undergraduate and graduate students, with new programs developed from the maturation of components within existing programs. At the graduate level, the university should offer degree programs based upon the institution's undergraduate programs and in those areas where unmet needs exist and existing faculty and facilities are sufficient to justify the program.

6. Illinois State University should continue its major focus as an undergraduate and master's degree institution, with selected doctoral programs and with strong emphasis on the discovery and transmission of knowledge. The university should continue to distinguish itself as a state and national leader in the art, science, and content of education at all levels. In keeping with this mission, the university should maintain its strong liberal arts and professional programs in order

to develop a national reputation as a center for excellence. At the master's degree level, the university may develop a limited number of new programs based on its undergraduate offerings.

7. Northern Illinois University is uniquely responsible for providing high quality undergraduate, graduate, professional, public service, and research programs in the region extending from suburban Chicago to Rock Island. Programs in the technologies and professional areas should only grow out of a demonstrated demand within the region and from those currently offered and should use technical facilities available in regional community colleges. The university should continue its off-campus efforts directed toward practicing professionals and conferred degree recipients seeking in-service training.

8. Sangamon State University offers upper-division baccalaureate and master's degree programs in selected disciplines and has a special mission in public affairs. The university should continue to provide educational opportunities, applied research, and public service for state and local governments and the Springfield area. As an upper-division capstone institution, the university has a special obligation to develop closely articulated programs with community colleges and should continue its commitment to transfer programs. New programs in the health professions should be developed in association with the Southern Illinois University School of Medicine.

9. Southern Illinois University offers undergraduate, graduate and professional programs with main campuses of the University at Carbondale and Edwardsville.

Southern Illinois University at Carbondale offers a balanced series of instructional programs leading to degrees at the baccalaureate, master's, doctoral, and professional levels and a limited number of associate degree programs. Quality academic programs at all levels require that the faculty continue to pursue rigorously research and other creative activities. Public service programs should be expanded in those areas in which faculty and staff expertise can address regional problems. The university should continue to extend its off-campus offerings to meet the needs of adults for upper-division undergraduate and graduate education and to provide continuing and graduate education to practicing professionals. The School of Medicine in Springfield should provide programs to increase medical manpower and improve the health care capability of central and southern Illinois. The School of Medicine should not plan to develop any academic degree programs, other than those based on the advanced study of medical treatment, and should continue to develop close relationships with appropriate academic programs at Southern Illinois University at Carbondale and new programs in the health professions with Sangamon State University.

Southern Illinois University at Edwardsville should develop instructional, research, and public service programs consonant with its mission as the major educational institution in the urban Metro-East area. Program development should be based on a sensitivity to regional needs and on the prudent use of available resources. The university should be committed to the improvement of the quality of life in the Metro-East area through programs in health care, social services, environmental protection, and continuing education. The School of Dental Medicine in Alton should be responsible for increasing the number of dentists who will practice in the central and southern regions of the state and should not develop additional academic degree programs.

10. The University of Illinois is both the land-grant university and the principal public university for graduate and professional education in the state with campuses in Chicago and Urbana-Champaign.

The Urbana-Champaign campus, which offers a broad variety of programs at all degree levels, should expand the opportunities it provides for faculty members and students from other university campuses and from other institutions to use its research and other resources. The campus should not increase its overall enrollment, but should increase the number of junior year transfers within a stable or declining undergraduate enrollment. The campus should ensure that its programs

supplement or extend programs offered in other institutions so that these programs, particularly at the undergraduate level, are not unnecessary duplications of programs offered by other Illinois institutions.

The Chicago campus offers a broad range of programs through the doctoral level, with major strengths in master's degree programs, and houses the Medical School. The campus should extend its hours of operation to include limited evening and weekend offerings and should consolidate and strengthen its current programs. Attention should be given to ways in which the campus' programs can enhance the special mission of the university, rather than to duplicate programs offered by other institutions. The campus should capitalize on special opportunities to serve the Chicago metropolitan area and to use the resources of the metropolitan area in programs of teaching, research, and public service. The Medical School should strengthen its regional programs in Peoria, Rockford, and Urbana-Champaign and evaluate its efforts in meeting the health care needs of these regions. Through operation of the university hospital, the Medical School is responsible for providing quality health care to the community surrounding the campus. The faculty and research base at the Medical School should be broadened by initiating a closer relationship with the Urbana-Champaign campus. If additional doctoral programs in basic sciences are to be developed, they should be joint programs with the Urbana-Champaign campus, and existing doctoral programs should be combined into a smaller number of stronger programs.

Public Community College Missions

Although each community college is unique because of its efforts to provide educational services in response to local district needs, the programs and services provided by all community colleges need to be similar. Several distinct missions are identifiable for all community colleges, although the circumstances and needs within each district require more emphasis on certain missions than on others. The basic community college missions are:

To provide baccalaureate-transfer Associate in Arts and Associate in Science degree programs designed to qualify students for transfer to a baccalaureate degree program;

To provide occupational, vocational, technical, and semi-technical programs leading to the Associate in Applied Science degree or a certificate designed to qualify students for employment or the upgrading of employment;

To provide remedial and adult basic and secondary education programs designed to prepare individuals for further education; and

To provide credit and non-credit public and community service activities designed to meet the needs of individuals, organizations, commerce, and industry within the district. In the provision of public and community service activities, community colleges should avoid duplicating or assuming responsibility that falls within the scope of other institutions, agencies, or organizations.

Nonpublic Colleges and Universities

The nonpublic sector of higher education is an important component of higher education in Illinois. Periodic reports on the vitality of nonpublic higher education are part of the Illinois Board of Higher Education's effort in fulfilling its statutory planning and coordinating responsibility.

Efforts to distinguish sharply between public and nonpublic institutions founder on their similarities. Both sectors provide educational services to the public, both sectors are subsidized by

government, both sectors exercise academic freedom and substantial autonomy, and both sectors are held accountable by lay governing boards. The only difference that occurs uniformly is that the authority for governing nonpublic institutions is vested in nonpublic boards, while public institutions are governed by elected boards or boards appointed by elected officials.

Illinois nonpublic institutions range from associate degree granting colleges and institutes to baccalaureate degree granting colleges to doctoral degree granting and research universities. Some institutions have missions restricted to particular vocational, technical, or professional fields; some to the liberal arts and sciences; and some are comprehensive and multi-purpose.

III. INSTRUCTION

General

1. Public community colleges and universities should continue to review and evaluate their existing units of instruction, research, and public service. In its review of existing units, the Illinois Board of Higher Education, whenever possible, will use information provided by systems and institutions in order to complement, rather than duplicate, institutional evaluation efforts.

2. The Illinois Board of Higher Education, with the cooperation of colleges and universities, shall maintain an inventory of all programs approved for offering for degree credit.

Undergraduate Education

1. Priorities and Responsibilities

The faculty, students, administrators, and governing board of each college and university have primary responsibility for continuing efforts to maintain and strengthen the quality of undergraduate education.

The statewide goals for improving undergraduate education are: strengthening the academic preparation of high school students for college admission, expanding access to higher education and improving students' chances for success in achieving their educational objectives, promoting excellence in undergraduate teaching and increasing interaction between faculty members and students, enhancing student involvement in and commitment to learning and academic achievement, emphasizing the centrality of general education to baccalaureate education, and establishing partnerships between associate and baccalaureate degree-granting institutions and their faculties to expand opportunities for students to complete the baccalaureate degree through transfer. The Illinois Board of Higher Education will give priority to achieving these goals in the state-level processes of program approval, program review, and budget development.

Developing and securing the means and conditions necessary to achieve these goals must be a cooperative effort among colleges and universities, the Illinois Board of Higher Education, and state government. Within higher education, planning and resource allocation priorities at all levels should emphasize the improvement of undergraduate education and should provide incentives to improve undergraduate instruction. The Illinois Board of Higher Education will regularly examine the state-level policies and procedures for developing budget recommendations for public institutions and for program approval and review to assure that appropriate incentives are provided to institutions to improve the undergraduate educational experience.

2. Admission Requirements

Commencing in the fall of 1993, no new student shall then or thereafter be admitted to instruction in any of the departments or colleges of [the University] unless such student also has satisfactorily completed:

a. at least 15 units of high school coursework from the following five categories: 4 years of English (emphasizing written and oral communications and literature); 3 years of social studies (emphasizing history and government); 3 years of mathematics (introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming); 3 years of science (laboratory sciences); and 2 years of electives in foreign language, music, vocational education or art;

b. except that institutions may admit individual applicants if the institution determines through assessment or through evaluation based on learning outcomes of coursework taken, including vocational education courses, that the applicant demonstrates knowledge and skills substantially equivalent to the knowledge and skills expected to be acquired in the high school courses required for admission. Institutions may also admit applicants who did not have an opportunity to complete the minimum college preparatory curriculum in high school, and educationally disadvantaged applicants who are admitted to the formal organized special assistance programs that are tailored to the needs of such students, providing that in either case, the institution incorporates in the applicant's baccalaureate curriculum courses or other academic activities that compensate for course deficiencies; and

c. except that up to 3 of the 15 units of coursework required by paragraph (a) of this subsection may be distributed by deducting no more than one unit each from the categories of social studies, mathematics, sciences, and electives and completing those 3 units in any of the 5 categories of coursework described in paragraph (a).

When allocating funds, local boards of education shall recognize their obligation to their students to offer the coursework required as listed above. (*Ill. Rev. Stat. 1989*, ch. 144, pars. 29, 308g, 658e, and 1008g.)

Colleges and universities shall assist in improving the preparation of students by informing potential students, parents, and schools of expectations for adequate academic preparation and by assisting schools in strengthening the preparation of high school students.

3. Articulation

Associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of baccalaureate degree programs in Illinois. While each institution is ultimately responsible for the quality of the programs it provides, both associate and baccalaureate degree-granting institutions are expected to work together to assure that their lower-division baccalaureate programs are comparable in scope, quality, and intellectual rigor.

Any student admitted in transfer to an Illinois baccalaureate degree-granting institution should be granted standing comparable to current students who have completed the same number of baccalaureate-level credit hours and should be able to progress toward baccalaureate degree completion at a rate comparable to that of students who entered the baccalaureate institution as first-time freshmen. To assure students of comparable treatment, it is expected that:

a. Students admitted in transfer who have earned an Associate in Arts or an Associate in Science degree from an accredited Illinois community or junior college that has adopted degree requirements that meet or exceed the specifications in the models developed and regularly updated by the Illinois Community College Board will have met the receiving institution's general education requirements that are not specifically designated upper-division. A receiving institution may, however, require admitted transfer students to complete an institution-wide, mission-related general education requirement if students can do so through elective credit within the baccalaureate degree program.

b. Students admitted in transfer who began but did not complete the Associate in Arts or Associate in Science degree at an accredited Illinois community or junior college will be granted full credit for satisfactorily completed courses that the baccalaureate institution determines are comparable to its own courses.

Presidents and chief academic officers of associate and baccalaureate degree-granting institutions should provide leadership in implementing state policies on transfer and articulation

and in resolving issues of mutual concern. To this end, the Illinois Board of Higher Education, in conjunction with the Illinois Community College Board, will regularly convene the presidents of baccalaureate and associate degree-granting institutions and system academic leadership to assess the status of state policies on transfer and articulation and to resolve any issues that arise.

Program faculties from both associate and baccalaureate degree-granting institutions should take primary responsibility for developing and maintaining course and program articulation agreements and for promoting compatibility between associate and baccalaureate curricula.

Associate and baccalaureate degree-granting institutions should work together to expand opportunities for students to complete baccalaureate degrees. Through formal partnerships, associate and baccalaureate institutions should jointly encourage baccalaureate degree completion and provide information on the transfer process, guidance in program and course selection, and orientation to the academic environment to prospective transfer students. Dual admission, "2+2," and similar articulation and transfer agreements should be developed to facilitate the transfer of students.

Colleges and universities should assure that transfer students have the same opportunities as other students to participate in the social, cultural, and academic support services necessary for their integration into the campus community.

A statewide system for monitoring the academic progress of cohorts of community and junior college students who transfer to baccalaureate degree-granting institutions shall be established by the Illinois Board of Higher Education in cooperation with the Illinois Community College Board and baccalaureate degree-granting institutions. This information should serve as the basis for the regular review and improvement of the undergraduate curricula, support services, and articulation and transfer agreements of associate and baccalaureate degree-granting institutions. The Illinois Board of Higher Education, in consultation with the Illinois Community College Board, will examine institutional and statewide trends in student transfer and degree completion and will use these analyses to make necessary modifications to policies on articulation and transfer.

4. Access and Retention

Each college and university shall establish specific criteria for admission to baccalaureate and baccalaureate-transfer programs of applicants who do not meet the institution's requirements for regular admission.

In the development of policies and procedures for admission of students who do not meet their requirements for regular admission, colleges and universities should provide opportunities to applicants who did not have an opportunity to complete a college-preparatory curriculum in high school and to educationally disadvantaged applicants who are admitted to formally organized special assistance programs tailored to meeting their needs.

Colleges and universities should assure that the academic, social, and financial support services needed to maximize the opportunity for all students to succeed are provided throughout the college experience and should assure that students receive regular academic advising.

Colleges and universities should treat participants in intercollegiate athletics similarly to other undergraduate students. Intercollegiate athletes should be recruited and admitted to academic programs in which they can be expected to succeed and should have regular access to classroom instruction, advising, academic services, and student life programs. Their academic progress and graduation pace and rate should be comparable to that of other undergraduates in the same academic programs. Colleges and universities should make available to students being recruited

for athletic participation information on the progress, retention, and completion of cohorts of student athletes.

Colleges and universities should assure that the academic needs of all admitted students are identified through institutionally established assessment programs. Although community colleges should continue to play a leading role in remedial education, all colleges and universities should provide admitted students needed remedial coursework as identified through the institutional assessment process. Universities are encouraged to establish cooperative arrangements with community colleges to provide remedial coursework to university students with deficiencies in writing, reading, and mathematical skills.

Remediation at the postsecondary level is coursework that is designed to correct skills deficiencies in writing, reading, and mathematics that are essential for college study. No credit toward degree completion shall be granted for remedial coursework.

Colleges and universities should provide recognition and development programs for faculty members involved in remedial programs and academic support services and should encourage the application of new technologies and research in learning and skill development that enhance work in these areas.

The statewide system for providing high schools information on the academic progress of undergraduate students shall be continued by the Illinois Board of Higher Education in cooperation with colleges and universities. This information system will be used to inform high schools of the progress and achievement of recent high school graduates in college and will provide the basis for cooperative efforts between schools and colleges and universities to strengthen the preparation of students.

5. Student Achievement, Scholarship, and General Education

To enhance the undergraduate educational experience, colleges and universities should promote excellence in undergraduate teaching, interaction between faculty and students, student involvement in and commitment to learning and academic achievement, and the centrality of general education to baccalaureate education.

Colleges and universities shall define the objectives of the general education and the program major portions of the undergraduate curriculum and expectations for the development of baccalaureate-level skills, establish time frames for students to achieve these objectives and expectations, and communicate to students the rationale for and importance of these objectives and expectations. Student responsibilities in achieving these objectives and expectations should be emphasized in academic advising.

Colleges and universities shall conduct regular reviews of the undergraduate educational experience. These reviews shall include the undergraduate curriculum (general education, program majors, and the development of baccalaureate-level skills) and the quality of teaching and the learning environment, academic and student support services, and institutional policies and procedures affecting undergraduate students. The findings and conclusions of these reviews shall be reported to the Illinois Board of Higher Education.

Each college and university shall assess individual student progress in achieving its objectives for general education, the major, and the development of baccalaureate-level skills in order to promote the success of all students. It is expected that colleges and universities will assess student progress at appropriate intervals and that assessment results will be used to reinforce the maintenance of academic standards and to improve the undergraduate educational experience. The results of the assessment of student progress shall be incorporated into program review.

The statewide system for monitoring the academic progress, retention, and completion of cohorts of undergraduate students should be continued by the Illinois Board of Higher Education in cooperation with colleges and universities. This information should serve as the basis for the regular review and improvement of the undergraduate curricula and support services of colleges and universities.

The Illinois Board of Higher Education will use institutional trends in student progress, retention, and completion; campus-level reviews of the undergraduate educational experience; and other information to monitor statewide trends in student achievement in, resource commitments to, and program quality results of undergraduate education. In cooperation with colleges and universities, the Illinois Board of Higher Education will use these state-level analyses to make necessary modifications in state policies on undergraduate education.

6. Faculty and Excellence in Teaching

Colleges and universities should give increased attention to the emerging challenges to faculty and excellence in teaching: the changing composition of the faculty, new roles for faculty members, the changing characteristics of the student body, and new methods for the delivery of instruction. Each college and university should also give increased attention to keeping the public informed about its mission and priorities and its commitment to excellence in teaching and to undergraduate education.

Each college and university should assure that faculty members are well prepared to teach. Doctoral degree-granting institutions should provide supervised teaching opportunities to develop the teaching skills of graduate students who plan academic careers. Colleges and universities should also make special efforts to emphasize the importance of instruction in orientation programs for new faculty members, to assist classroom instructors in developing their teaching skills, and to integrate part-time faculty members into the academic processes of the institution.

Proficient scholar-teachers are essential to the improvement of undergraduate education. Each faculty member should engage in scholarship and keep abreast of developments in the discipline through such activities as continuing study in the discipline and related disciplines, designing new courses, authoring works that synthesize and clarify developments in the field, or participating in professional activities, as well as through research and creative activity. Each faculty member should also keep abreast of developments in teaching techniques and in the teaching and learning process.

Faculties and their institutions should jointly develop the means to support continuous opportunities for faculty members to grow and develop in their instructional and scholarly roles. Opportunities should be provided not only for course and curriculum development, but also for the improvement of instructional strategies and the incorporation of baccalaureate-level skills (i.e., communication, mathematical, and critical and analytical thinking skills) into baccalaureate coursework. Faculty members should also be assisted in seeking formal and informal feedback from peers and students on teaching effectiveness.

Colleges and universities should assure that the importance of undergraduate teaching and advising is recognized through formal acknowledgement of outstanding contributions and through criteria used in faculty appointment, salary, promotion, and tenure decisions.

Colleges and universities should assure that faculty assignments reflect the importance of undergraduate instruction by maintaining an appropriate balance between undergraduate instruction and graduate instruction, research, and public service. This balance should include the assignment of the institution's most effective teachers to undergraduate courses, particularly lower-division courses.

Because faculty members play a key role in program improvement, an evaluation of the policies and practices that provide the conditions for faculty members to enhance undergraduate instruction shall be incorporated into the program review process at both the state and institutional levels.

Doctoral Education

1. The Illinois Board of Higher Education shall appoint a Commission of Scholars to review proposals for new doctoral programs. The Commission shall consist of seven members, none of whom shall be associated with Illinois institutions, with a term of office of one year. The Commission of Scholars shall be responsible primarily for the qualitative analysis of proposed doctoral programs. The Commission shall analyze such factors as strengths of the faculty in the proposed program area, faculty resources available in supporting disciplines, student and institutional potential for high program quality, and readiness to implement the proposed program. The Commission may also advise the staff on compelling need and duplication. All new doctoral programs to be considered for approval by the Board must have been reviewed by the Commission.

2. Doctoral programs offered by Illinois public and nonpublic universities are important to the state's future economic, social, and cultural development. Illinois' commitment to doctoral-level education is appropriate in terms of both scope and capacity. However, it will continue to be necessary to make adjustments in the numbers of programs offered and in the expansion or contraction of programs across the various fields of study as new student interests and occupational opportunities emerge and as economic, social, and technological priorities change.

3. New doctoral programs in public universities will be approved only when need can be clearly established based on an examination of existing doctoral capacity, student demand, occupational trends, the importance of the proposed program for overall conduct of quality doctoral education at the university, and the importance of anticipated research and public service outcomes that are associated with the program.

4. Program quality, as determined through program reviews and comparisons with other programs across commonly accepted quality standards, will be given special consideration in the review of existing doctoral programs. The governing boards of public universities offering doctoral programs with serious quality deficiencies will be advised that such programs are no longer educationally and economically justified. On the other hand, doctoral programs of distinctive quality and scholarly merit will be supported independent of mission considerations because of the importance of the long-range scientific, social, and cultural contributions made by such programs.

5. When a program review concludes that a doctoral program has potential for responding to future needs, additional resource commitments and/or programmatic realignments designed to overcome quality deficiencies will be supported if the university's doctoral mission statement provides a definitive basis for determining that the program is central to the university's long-range priorities for doctoral education.

Professional Education

1. Engineering

The correction of deficiencies in existing engineering education programs should be a high funding priority for engineering education in the state.

Enrollments in undergraduate engineering education should be expanded modestly in existing education programs. Engineering education programs should give greater consideration to transfer students as a source for their enrollments.

The Illinois Board of Higher Education recommends that institutions take immediate steps to increase the enrollment of Blacks and Hispanics in engineering education programs.

Opportunities for continuing education for employed engineers should be increased.

2. Health Professions

The Illinois Board of Higher Education reaffirms the goal for all health professions programs of a minority enrollment that corresponds to the racial and ethnic population of the state or of the specific area within the state served by an institution.

Medical school enrollments should not exceed 1980 entering class levels.

The regionalized medical education programs should be continued, and modifications in such programs, if any, should be directed to establishing affiliated residency programs in remaining underserved rural and urban areas.

The Illinois Board of Higher Education reaffirms the goals of emphasizing primary-care specialties and of establishing enough first-year residency positions in programs affiliated with medical schools to equal the number of graduates from the medical schools.

New allied health education programs should be approved only if they are consistent with the institution's mission, meet documented specific manpower needs, are assured of adequate clinical affiliations, and do not contribute to over-specialization.

Institutional reviews of allied health education programs should give particular attention to the qualitative aspects of programs and to the employability of program graduates.

Master's and doctoral degree nursing programs should continue to be expanded.

Existing baccalaureate degree programs in nursing should increase their enrollments, and existing accredited programs should offer off-campus baccalaureate completion programs where a demonstrated need for such programs exists. No new generic nursing programs and no new free-standing baccalaureate degree completion programs in nursing should be established unless a compelling need can be demonstrated.

No new associate degree programs in nursing should be established unless a compelling need can be demonstrated.

Problems related to the transfer of credit from associate degree and diploma programs to baccalaureate degree programs in nursing should be identified and reported to the Illinois Board of Higher Education.

Veterinary medicine school enrollments should not exceed 1980 entering class levels.

The entering class size of each Illinois dental school should be modestly reduced below the Fall 1981 level, and staff should continue to monitor enrollment trends and the need for dental manpower throughout the state.

The Illinois Board of Higher Education's highest priorities for medical education should be programs that will cause graduates to practice in medically underserved areas in the state and that will increase substantially the representation of racial and ethnic minorities among physicians. Resources for such programs should be made available from state resources currently committed to medical education.

The Illinois Board of Higher Education should give priority to existing programs designed to increase the number of minorities qualified for medical education and increase the number of minorities in medical education.

The Illinois Board of Higher Education should continue to monitor minority enrollments in medical education and, if medical schools do not achieve minority enrollment goals, seek statutory authority for funding the Meharry Medical College proposal, with such funds to be reallocated from existing state allocations to medical schools and with medical school enrollments reduced accordingly.

The state of Illinois should expand the scholarship program under the Illinois Department of Public Health in order to support 100 graduates per year or should establish a similar replacement program which includes an obligation to practice in an underserved area, with penalty for failure to practice in an underserved area, and emphasis on minority students and students from medically underserved areas.

3. Teacher Education

Higher education's priorities related to educational reform in Illinois should be: (a) staff development, (b) curriculum and instruction, and (c) the preparation of new teachers. Higher education activities to implement these priorities should be developed and carried out jointly through partnership arrangements with the schools.

Interinstitutional Cooperation and Off-Campus Programs

1. The Illinois Board of Higher Education encourages the development of voluntary regional consortia within Illinois and contiguous areas of neighboring states. The geographic boundaries of such consortia should not be rigidly defined, and any institution should be permitted to belong to more than one consortium commensurate with the scope of the institution's interests and activities. Funds from the Higher Education Cooperation Act should be used to develop specific interinstitutional cooperative projects, when appropriate.

2. The Illinois Board of Higher Education supports three primary objectives for off-campus programming: (1) off-campus programs should be responsive to the educational needs of Illinois students, communities, and industries; (2) off-campus programs should be of high quality; and (3) off-campus programs should reflect the most effective use of state, student, and institutional resources. Implementation of these policies at the local, regional, and state levels must strike a balance between encouraging responsiveness to educational priorities and requiring stringency in quality assurance and the effective use of educational resources, including the use of educational technology.

3. The emphases of off-campus programming should be realigned and resources supporting off-campus programs should be redistributed according to state and local priorities determined by appropriate needs assessments. Trends in adult participation, on-campus student demand, and off-campus student demand should be monitored on a regular basis to determine the appropriate level and distribution of off-campus activity.

4. The statewide distribution of programs offered off campus across the various disciplines should be altered so that more emphasis is given to engineering and engineering technology, computer science, physical and life sciences, and mathematics. Efforts should be increased to meet employers' and employees' retraining and continuing education needs on a flexible and timely basis.

5. While recognizing that the continuing education needs of elementary and secondary school leaders are significant and varied, a major off-campus emphasis at the graduate level should be directed to improving skills in the areas of teaching mathematics, science, and writing. Where possible, this objective should be achieved through specially designed courses rather than through full off-campus degree programs. Duplicative programs and courses at the graduate level in education should be eliminated.

6. The Illinois Board of Higher Education encourages institutions to provide a diversity of activities within the programmatic priorities set forth above to improve access to and choice among programs across the state.

7. Expansion of program opportunities within a geographical area should be accomplished through new program development or jointly developed programming among institutions which offer similar or related programs and serve that community or region of the state. Off-campus programming should be initiated only when it can be demonstrated that neither new program development nor joint program development at the local or regional level is feasible. Institutions in close proximity to an identified need should be expected to meet that need rather than an institution not proximate to the need.

8. Universities should give priority in off-campus programming to addressing educational needs in areas underserved at the upper-division and graduate levels. The specific programmatic response to needs in these areas, as well as in other areas of the state, however, should be justified by appropriate needs assessments.

9. Regional academic centers responsible for coordinating the delivery of off-campus programs should be supported through Higher Education Cooperation Act funds, provided they meet the criteria for receipt of such funds.

10. Public and nonpublic universities with major scientific and technological research programs should continue on a coordinated basis to assess the need for graduate and continuing professional education in the Chicago metropolitan area, including DuPage County. Such universities and federally funded and corporate research laboratories, as appropriate, should organize to explore and plan for the cooperative delivery of post-baccalaureate degree programs, with funding made available from the Higher Education Cooperation Act.

IV. RESEARCH

1. Programs of basic and applied research, especially joint projects between business and higher education, should be supported as a high priority. Ways to hasten the dissemination of research findings should be devised in order to assist private enterprise in using new knowledge.

2. Information about the problem-solving capabilities of higher education institutions should be made available to private enterprises, and private enterprise should be encouraged to draw upon such resources.

3. New cooperative projects between institutions and business should be initiated to increase the sharing of such resources as highly trained personnel, new knowledge, and high cost equipment for training and research and to identify local or regional economic problems.

V. PUBLIC SERVICE

1. Public service efforts should be primarily of an educational nature and be related to the level of institutional academic offerings. Public service activities should be consistent with the program directions of the institution and should develop from institutional capabilities and priorities.

2. Institutions should closely articulate their various public service activities, programs, courses, and services with those of other institutions and agencies that may be affected by such efforts.

3. Cooperative public service efforts are encouraged within and among institutions, public and nonpublic. Higher education institutions are encouraged to seek cooperative public service arrangements with public and private service agencies and organizations, as well.

4. Institutions should not ordinarily duplicate professional continuing education courses or programs traditionally offered under the purview of professional organizations or associations but should develop continuing professional education activities that complement those offered by professional organizations and associations and should co-sponsor such activities when this would strengthen the activities. Public institutions should usually conduct such efforts on a cost recovery basis.

5. To as great an extent as possible, public institutions should use user fees to pay for the costs of public service programs and activities. Public service pricing policies should be commensurate with the recipient's ability to pay.

VI. EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

1. Every institution, agency, and board should assume the initiative for public accountability for its own affirmative action commitments and (a) develop a written affirmative action plan, (b) complete EEO-6 federal compliance reports of employee data for submission to the federal government and to the Illinois Board of Higher Education, and (c) issue an annual report on progress made in implementing affirmative action plans and goals.

2. Each institution, agency, and board should maintain an internal system of equitable grievance procedures for all employees, a written policy that states explicit salary and promotion criteria and sets forth procedures for recruitment and hiring, a biennial salary and promotion equalization program for all classifications of employees, and an on-campus advertising procedure for all employment opportunities.

3. An intensified and sustained commitment to increasing minority participation and success in Illinois higher education is required. Such a commitment includes increasing the number of minority employees and planning programs and allocating resources to achieve the following priorities:

Assist schools with efforts to increase the high school completion rate for minorities;

Prepare more minority high school students for baccalaureate degree programs;

Increase the baccalaureate degree completion rate for minorities; and

Expand professional development opportunities for minorities in fields leading to graduate and professional degrees, especially in fields emphasizing mathematics and the sciences.

4. Public universities and community colleges should develop institutional plans and goals to improve the participation and success of minority, female and disabled students in academic programs. Such plans should be submitted to the appropriate governing board for review and regular monitoring.

5. Public university governing boards and the Illinois Community College Board should report periodically to the Illinois Board of Higher Education assessments of progress toward institutional goals. Such reports should also include information on institutional research findings about the reasons for the success or failure of minority, female, and disabled students in academic programs.

6. The Illinois Board of Higher Education adopts the following reporting requirements for minority students:

Annual reports on the number of minority students enrolling, receiving financial aid, and receiving degrees for all community colleges combined, all public universities combined, and all nonpublic institutions combined;

Annual reports on the number of minority students enrolling in each field of study for all community colleges combined, all public universities combined, and all nonpublic institutions combined;

Annual reports on minority students enrolling in and receiving degrees by individual community colleges and public universities; and

Annual reports on special community college and public university programs or activities to achieve Illinois Board of Higher Education priorities for minority students.

7. The Illinois Board of Higher Education adopts the following reporting requirements for female students:

Annual reports on the numbers of female and male students enrolled in undergraduate and graduate education for all community colleges combined, all public universities combined, and all nonpublic institutions combined; and

Annual reports on the numbers of female and male students receiving degrees in each field of study for all community colleges combined, all public universities combined, and all nonpublic institutions combined.

8. The Illinois Board of Higher Education adopts the following reporting requirements for students with disabilities:

Annual reports on the number of students with disabilities enrolled in community colleges and public universities, and

Annual reports on the number of community colleges and public universities providing special services for students with disabilities.

9. There is an urgent need to change the educational system in Illinois to improve the achievement of minority students. Efforts to bring about such change shall include making minority student achievement a priority in Illinois; providing support programs early and throughout education; promoting change in the school/campus environment for minority students; promoting an increase in the employment of minority teaching and administrative personnel; and monitoring programs and student progress closely.

10. The Board of Higher Education recognizes that sexual harassment exists in Illinois institutions of higher education and that such behavior is inconsistent with goals of higher education, and encourages its constituent institutions and boards to initiate actions which will address the problem and to report regularly on their effectiveness and success.

11. The Board of Higher Education shall report to the General Assembly and the Governor annually on or before the second Wednesday of January, beginning in 1989, with a description of the plans submitted by each public institution of higher education for implementation of Section 9.16 (Underrepresentation of Certain Groups in Higher Education) of the Board's enabling Act, including financial data relating to the most recent fiscal year expenditures for specific minority programs, the effectiveness of the methods and strategies developed by the Board in meeting the purposes of Section 9.16, the degree of compliance with Section 9.16 by each public institution of higher education as determined by the Board pursuant to its periodic review responsibilities, and the findings made by the Board in conducting its studies and monitoring student success as required by paragraph d) of Section 9.16. With respect to each public institution of higher education such report also shall include, but need not be limited to, information with respect to each institution's minority program budget allocations; minority student admission, retention and graduation statistics; number of financial assistance awards to undergraduate and graduate minority students; and minority faculty representation. (*Ill. Rev. Stat. 1989*, ch. 144, par. 189.16 as amended by P.A. 86-687, eff. Jan. 1, 1990; P.A. 86-688, § 2, eff. Sept. 1, 1989; P.A. 86-1028, Art. II, § 2-99, eff. Feb. 5, 1990.)

VII. STUDENT FINANCIAL AID

Protecting Access and Choice

1. Increases in the Monetary Award Program (MAP) appropriations to assist lower-income students should be used to offset the effects of tuition increases at public institutions.

2. Full funding levels for the MAP should be sought to eliminate the need for rationing mechanisms.

3. The current policy of limiting MAP awards to cover tuition and fees should be maintained.

4. Existing deadline policies for MAP applications (June 1 for continuing students, October 1 for freshman applicants applying for full-year assistance, and March 15 for all spring term applicants) should be maintained.

5. When appropriations are insufficient to meet the full need of MAP applicants, the following principles should be employed to ration available MAP funds:

   Rationing should have the least impact on students with the greatest need and the fewest financial resources, and

   Rationing principles should be kept as simple as possible to aid student decision making from year to year.

6. The existing policy goal of funding the maximum award level for the MAP at 65 percent of mean weighted nonpublic institution tuition and fees should be retained.

7. The current system of supporting nonpublic colleges and universities by appropriating monies directly to these institutions under the Financial Assistance Act and indirectly via grants to needy students under the MAP should be maintained. The Financial Assistance Act should continue to be used to aid nonpublic colleges and universities in efforts to offset rising student costs and to provide nonpublic colleges and universities with additional flexibility to meet the needs of special groups of students through institutional aid programs.

8. Students attending proprietary institutions that offer programs leading directly to the award of an associate or baccalaureate degree or a certificate requiring 12 months or more of full-time study should be eligible for state student financial aid. The Illinois Board of Higher Education should ensure that such institutions continue to meet standards defined in the rules regulating the award of academic degrees.

9. The MAP should be available to Illinois residents who attend Illinois institutions and should not be expanded to Illinois residents who attend out-of-state institutions.

Allocating Funds to Financial Aid

1. The system for financing higher education should continue to support both student financial aid programs and subsidies for instruction at public and nonpublic colleges and universities. In the future, the state should explore modifications that increase the responsiveness of the system to the outside environment and that use incentives to produce improvements in quality and educational outcomes.

2. The mix of existing student assistance funds among gift aid, loans, and work should be maintained rather than significantly redistributing state funding by aid type.

3. Student borrowing and, in particular, student default rates and levels of student debt should be monitored, with attempts made to offset negative effects of student borrowing by assuring adequacy of grants and through communication efforts to make certain that students understand the long-range implications of debt.

4. A state work-study program should be established to reduce reliance on student loans, to leverage resources and enhance public/private partnerships, and to complement student academic programs and encourage social service activities.

5. Need-based programs should have priority over non-need-based programs when there is a shortage of funds for student financial aid.

6. All non-need-based student financial aid programs funded by the state should be reexamined to determine whether these programs could be better coordinated.

7. Additional state support for the National Guard Scholarship and the Illinois Veteran Grant programs should be provided to reflect actual programmatic cost and to avoid institutional assumption of responsibility for financing the programs for eligible students.

8. Sufficient support for the Merit Recognition Scholarship Program should be sought to fund scholarships for eligible students. If such monies are unlikely to be appropriated in the foreseeable future, the state should reevaluate its commitment to the program.

Meeting the Challenge of Financial Aid and Changing Demographics

1. MAP eligibility should be extended to the equivalent of six years of full-time, or 12 years of half-time, study.

2. The costs and benefits of providing three-quarter-time MAP awards should be examined to reflect better the actual cost of attendance.

3. How best to meet the needs of students attending less than half-time, particularly those who are dislocated workers and single parents, should be analyzed.

4. Existing programs should be targeted to recruit and retain high-risk students in Illinois colleges and universities. Participating institutions would be expected to provide the matching funds to cover the cost of room, board, and special programmatic needs of participating students.

5. The Congressional Methodology should be used to determine eligibility for MAP awards to enhance support for independent students.

Improving Communications on Financial Aid

1. Efforts to improve information flow to the public should be continued to provide for better educated consumers of higher education:

The feasibility of creating comparative measures of the quality and effectiveness of all higher education institutions, which can be made available to the public, should be examined;

Information about both financial planning for higher education and academic requirements for admission should be disseminated to junior high school students; and

Greater support should be provided to high school counselors, who maintain an important link between the Illinois Student Assistance Commission and potential financial aid applicants.

2. Additional steps should be taken to simplify the financial aid application process and the application form:

Efforts should be continued to simplify definitions used on the application for state need-based aid, to reduce the number of required data elements, and to streamline the verification process; and

Emerging technologies, such as on-line interactive computer-based systems, should be used to improve information flow to students.

3. Communication efforts should be improved to provide information to the minority community about financial aid and higher education opportunities by increasing cooperation with state and community agencies that serve these populations. Additional resources, including better use of the media, should be concentrated on efforts directed toward older and minority students:

Training seminars should be provided for public assistance caseworkers so that they may better inform clients about the availability of student financial aid programs; and

In establishing a state work-study program, the use of student workers to provide information to minority students about the value of higher education and about the opportunities for financing through student aid programs should be considered.

VIII. STATE FUNDING

Public University Tuition

1. Students at public universities and the citizens of Illinois share in the benefits of higher education. Therefore, both students and the state should share in providing the revenues necessary to support high quality instructional programs. Further, tuition and fee charges at public universities should be low enough to encourage participation in higher education. For those who cannot afford to pay such charges, financial aid should be made available so as not to bar access to public universities.

2. University governing boards should retain the authority for setting tuition and fee rates within the confines of state statutes. Such rates and the revenues generated from them shall be stated in each university's annual budget request for the consideration of the Board of Higher Education, the General Assembly, and the Governor in the appropriation process.

3. Undergraduate, graduate, and professional tuition rates for Illinois residents at public universities, as a policy objective, should approximate a one-third share of instructional costs in a university system, recognizing that short-term deviations from this proportion may be necessary. The most recent annual Discipline Cost Study shall be the basis for determining instructional cost.

4. Undergraduate, graduate, and professional tuition rates for out-of-state students at Illinois public universities should approximate instructional costs in a university system. The most recent annual Discipline Cost Study shall be the basis for determining instructional cost.

5. Long-term tuition and fee increases should approximate the rate of increase in relevant economic indicators including the Higher Education Price Index, recognizing that short-term deviations may be necessary. Concurrent increases in Monetary Award Program appropriations to assist lower-income students shall be utilized to offset the effects of tuition and fee increases at public institutions.

6. Undergraduate institutional tuition waivers shall be limited to three percent of the total of an institution's undergraduate tuition charged and waived. This policy does not include Universities Civil Service employees. Tuition waivers may be awarded to eligible Civil Service employees of institutions according to the guidelines established by the Universities Civil Service Merit Board.

7. No new mandatory fees charged to all students should be initiated for purposes of financing instructional activities. New fees for noninstructional purposes should require student referenda.

Operations and Grants

1. Effective Use of Resources

In the coming years, higher education in Illinois must accommodate short-term enrollment growth without undue expansion of staff or facilities; develop new programs, curricula and delivery systems to meet changing needs by reallocating and more efficiently using existing resources; improve the quality of its services without the benefit of rapidly growing financial resources; and maintain vitality and a sense of perpetual self-renewal without the stimulus of continuous enrollment growth.

2. Public Universities

In its annual budget recommendations, the Illinois Board of Higher Education will consider the effects of inflation upon public universities, especially for salaries, the cost of commodities and services, and program support.

When a public university is found to be significantly above the average level of state support per credit hour for the academic programs it offers, the Illinois Board of Higher Education shall recommend adjustments to reduce unit costs. Such recommendations shall be made with due regard for fixed costs and the rate at which budget reductions can be made without damage to the educational programs of the university.

When a public university is found to be significantly below the average level of state support per credit hour for the academic programs it offers, the budget planning policy of the Illinois Board of Higher Education shall be to recommend both additional resources for specific program needs and planned reductions in enrollments in order to achieve more adequate and equitable levels of per student support. In the implementation of planned reductions in enrollment, the following principles shall apply:

Any academically qualified Illinois resident shall be entitled to admission to the state university system, and

The Illinois Board of Higher Education will continue to recommend and support the replacement of tuition dollars with General Revenue Fund dollars to state universities encouraged to establish enrollment targets.

The General Assembly should continue to provide state support for the benefits provided to auxiliary enterprise employees and enact any legislation required to maintain such support.

3. Community Colleges

Resource requirements should be based on an analysis of projected resource needs and priorities for the community college system for the next fiscal year, using the latest systemwide weighted average unit cost and full-time-equivalent enrollments for the past fiscal year. Costs should be adjusted to reflect salary and price increases and other needs. Annually, the Illinois Community College Board should analyze unit costs and make adjustments if the analysis indicates an over or under commitment of resources to a funding category. Periodically, the needs and priorities for public service should be reviewed, and necessary adjustments should be reflected in resource requirements. When resource needs are identified by the Illinois Community College Board that cannot be appropriately distributed through credit hour grants, these resource requirements would be distributed to individual districts based on appropriate parameters.

Standard local contributions should be determined to reflect statewide expectations for tuition, local tax revenues, and other federal, state, and local revenues. The total standard local contribution should be the sum of:

The standard local tuition contribution determined each fiscal year as a policy decision; however, the standard local tuition contribution should not exceed twenty percent of the statewide weighted average instructional costs for the budget year and no tuition contribution should be included for credit hours in the adult basic and secondary education category.

The standard local tax contribution based on total accrued tax revenues for the most recent historical year adjusted for collection losses, cash flow considerations, and revenues from non-district chargebacks. The growth rate of equalized assessed valuation for the past three years

for which actual data are available should be used to project accrued tax revenues for both the budget year and the year preceding the budget year. The average accrued revenues for these two years should be used in the standard local tax contribution in order to provide for cash flow considerations. Equalization grants provided to districts that are unable to meet the standard tax contribution should be considered revenue towards meeting the standard defined above. Adjustments to the standard tax contribution should be made when necessary to compensate for statutory, judicial or constitutional changes that affect the local tax base.

The standard local contribution from other state, federal, and local revenues would be equal to the percentage of total expenditures financed from these sources in the past year, except that State Board of Education Department of Adult, Vocational and Technical Education vocational education grants should not be included in the standard local contribution but should be considered categorical support that is applied to the business, technical, and health credit hour grant categories, and State Board of Education adult education grants should be considered categorical support for the adult basic and secondary education credit hour grant category.

Grants to support instruction should be distributed based on credit hours, with vocational skills credit hours assigned to the appropriate business, technical, or health category, and general studies credit hours split among remedial, adult basic and secondary education, and all other general studies categories.

The credit hour grant amount to be distributed to each category should equal total resource requirements per credit hour adjusted for categorical support per credit hour minus the total standard local contribution per credit hour.

Disadvantaged student grants should be distributed to each community college through allocation of a basic grant, with the remainder allocated to each district on the basis of credit hours in the remedial and adult basic and secondary education categories. Since disadvantaged student grants are included in the historical unit costs, it is necessary to apply an adjustment for this recurring amount to the unit cost of each credit hour grant category.

Any district whose local tax ability per in-district full-time-equivalent student falls below an equalization threshold should receive an equalization grant per in-district full-time-equivalent student equal to the difference between these two amounts. Local tax ability per in-district full-time-equivalent student should be the district's most recent actual equalized assessed valuation per in-district full-time-equivalent student multiplied by the standard tax rate. The equalization threshold should be the accrued statewide tax revenue divided by the statewide in-district full-time-equivalent students for the past year.

Any district whose tax rate falls below the standard tax rate and whose tuition per full-time-equivalent student exceeds twenty percent of the district's instructional cost per full-time-equivalent student should receive an equalization grant equal to fifty percent of the amount per in-district full-time-equivalent student needed to raise the district's most recent equalized assessed valuation multiplied by the district's tax rate plus any equalization grants up to the equalization threshold.

Local districts should be permitted to levy a 17.5 cent per $100 equalized assessed valuation educational fund tax rate, a five cent per $100 equalized assessed valuation building and maintenance fund tax rate, and a one cent per $100 equalized assessed valuation tax rate designated for public service activities. Whenever these rates exceed the currently authorized maximum rates, local voters should be permitted to rescind the rate increase through referendum.

Once an appropriation bill for community colleges has been passed by the General Assembly and signed by the Governor, the entire appropriation should be distributed, but payouts should be made on a quarterly basis.

4. Retirement

In addition to an appropriation for annual payout requirements of the State Universities Retirement System, the state should appropriate yearly additional funds to reduce the unfunded accrued liability of the system.

5. Energy Consumption and Conservation

Each public university and community college should complete a detailed energy analysis of all major campus facilities, including planned dates for completion of operations and maintenance measures and proposed capital improvements for conserving energy. Periodic reports on progress toward reducing energy usage should be prepared and submitted to the appropriate governing board.

6. Aid to Nonpublic Institutions

The Illinois Financial Assistance Act should be continued as a program of direct grants to nonpublic colleges and universities, based on full-time-equivalent enrollments. The annual appropriation for this Act should recognize inflation so that the program continues to support a relatively constant proportion of nonpublic college and university expenditures.

Capital

1. Space Use

The Illinois Board of Higher Education will collect data about facilities and space use in Illinois higher education institutions, including facilities for the education of health professionals, in its biennial space survey.

The Illinois Board of Higher Education will use space data in its review of requests from higher education institutions for new buildings and new building additions. In particular, requests for additional space will be analyzed to determine how they will affect the overall allocation of space in an institution, how they will affect the use of institutional space, and how they compare to similar institutions with respect to space available per student.

2. Facilities Priorities

The Illinois Board of Higher Education gives high priority to remodeling in higher education capital budget recommendations.

The Illinois Board of Higher Education will approve additional classroom and class laboratory space in public universities and community colleges only if there is a clearly demonstrated need in terms of such factors as special program requirements and use and condition of existing space.

The Illinois Board of Higher Education will approve construction of new facilities for public community colleges on the basis of enrollments, taking all permanent space and projected enrollments into account.

The Illinois Board of Higher Education will approve additional space for health professions education programs only when there is a clearly demonstrated need in terms of total use and condition of existing space and special program requirements.

The Illinois Board of Higher Education considers state participation in the debt retirement of revenue bonds for public university capital projects a low priority.

The Illinois Board of Higher Education encourages governing boards to seek student participation in the process of approving capital improvements funded from student fees or the income from student fees.

The Illinois Board of Higher Education will not approve construction of dormitories for commuter institutions.

The Illinois Board of Higher Education considers state participation in such facilities at community colleges as outdoor athletic and recreation fields, field houses, and spectator seating a low priority.

The Illinois Board of Higher Education considers the following factors, among others, before approving performing arts facilities at public universities and community colleges: institutional program directions, student body composition, campus type, and total allocation of institutional space. Public universities and community colleges should show evidence of having explored the possibility of cooperative arrangements with other institutions and agencies for the use of such facilities.

IX. MISCELLANEOUS

Presidents' and Chancellors' Residences

1. The primary purpose of presidents' and chancellors' residences is to provide a university setting conducive to cultural, social, and educational interchanges important to students, faculty members, university-related organizations, and dignitaries associated with the university community.

2. Each university governing board should adopt a formal policy on official residences, outlining the use and financing of the residences. The policy should impose limitations on construction, remodeling, furnishing, or refurbishing the residence if aggregate expenditures for the year (excluding utilities and custodial costs) exceed a given dollar amount. The policy should also require governing board approval of such budgets.

3. Legislation requiring Illinois Board of Higher Education approval for leases of capital facilities for scientific research and development exceeding five years should be expanded to include Illinois Board of Higher Education approval of leases for all presidents' and chancellors' residences.

Alcohol Abuse and Illegal Drug Use

1. Each public and nonpublic college and university should establish explicit policies against illegal drug use and alcohol abuse consistent with institutional goals. Such policies should constitute a comprehensive approach to the problem and include provisions for education against illegal drug use and alcohol abuse for administrators, faculty, staff, and students; counseling and rehabilitation for those with illegal drug and alcohol abuse problems; and penalties for illegal drug use and alcohol abuse.

2. Colleges and universities should regularly conduct information programs about the importance of good health and the dangers of illegal drugs and alcohol abuse to the individual and society. The information should be designed for the benefit of administrators, faculty, staff, students, and members of the communities in which colleges and universities are located.

3. Colleges and universities should work cooperatively with and seek funding from the Illinois Department of Alcoholism and Substance Abuse and other agencies of state and federal governments to advance research into the problems of illegal drug use and alcohol abuse and to develop educational programs against illegal drug use and alcohol abuse.

APPENDIX

Master Planning Policy Reports of the Illinois Board of Higher Education July 1964 - July 1991

A Master Plan for Higher Education (July 1964)

A Master Plan--Phase II for Higher Education in Illinois (December 1966)

Education in the Health Fields for the State of Illinois, Volumes I and II (June 1968)

A Master Plan--Phase III for Higher Education in Illinois (May 1971)

Recommendations of the Committee on Nontraditional and Cooperative Programs (July 9, 1974)

Staff and Commission of Scholars Responsibilities in the Review of Proposals for New Doctoral Programs (January 6, 1976)

A Master Plan for Postsecondary Education in Illinois (February 1976)

Recommendations of the Committee to Study Community College Finance (October 2, 1979)

Enrollment Targets for State Universities in Illinois (July 8, 1980)

A Master Plan for Postsecondary Education in Illinois (July 8, 1980)

An Assessment of Progress Since 1968 in Education for the Health Professions (November 3, 1981)

Report on Dental Education (January 5, 1982)

Staff Recommendation on the Medical Education Committee Report (September 8, 1982)

Implementation Measures for Higher Education's Role in Economic Development (April 5, 1983)

A Progress Report on Energy Consumption and Conservation in Illinois Public Universities and Community Colleges (October 4, 1983)

Revisions to Board of Higher Education Policies Related to Review and Approval of Off-Campus Programs of Public Universities, Independent Colleges and Universities, and Out-of-State Institutions (May 1, 1984)

Doctoral Programs in Illinois Universities (September 5, 1984)

State Support for Auxiliary Enterprise Employee Benefits (November 7, 1984)

Recommendations for Engineering Education in Illinois (January 8, 1985)

Priorities for Advancing Minority Participation in Higher Education (July 9, 1985)

Priorities for Higher Education Initiatives for Better Schools (July 9, 1985)

Minimum Preparation and Admission Requirements for Baccalaureate Degree Programs (November 5, 1985)

Procedures for Reports on Specific Student Groups in Illinois Higher Education (May 6, 1986)

Undergraduate Education: (A) Report of the Committee on the Study of Undergraduate Education; (B) Implementation of the Recommendations on Undergraduate Education (September 3, 1986)

A Report on Public University Presidents' and Chancellors' Residences (September 3, 1986)

Illegal Drugs on Campus: Response to Senate Resolution 1157 (May 5, 1987)

Staff Recommendations on Report of the Joint Committee on Minority Student Achievement (May 3, 1988)

Staff Recommendations on the Report of the Joint Committee on the Study of Student Financial Aid (July 6, 1988)

Public University Tuition and Fee Policies (December 6, 1988)

Public College and University Admission Requirements (March 7, 1989)

Master Plan Policies of the Illinois Board of Higher Education (July 1989)

Board of Higher Education Response to Public Act 86-986 (January 9, 1990)

An Action Agenda for Illinois Higher Education: Improving Quality, Cost Effectiveness, and Accountability in the 1990s, Report of the Committee on Scope, Structure and Productivity of Illinois Higher Education (May 1, 1990)

Master Plan for Illinois Higher Education 1990 (September 5, 1990)

Undergraduate Education: Report of the Committee on the Study of Undergraduate Education (September 5, 1990)

Recommendation for a Cooperative Work Program (January 8, 1991)